DOCUMENT RESUME

ED 266 321 CE 043 639

TITLE	Present an Illustrated Talk. Second Edition. Module C-15 of Category C--Instructional Execution. Professional Teacher Education Module Series.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	ISBN-0-89606-198-1
PUB DATE	86
NOTE	48p.; For other modules, see ED 262 292, ED 264 443, CE 043 551-555, CE 043 595, and CE 043 638.
AVAILABLE FROM	American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Classroom Techniques; Competence; *Competency Based Teacher Education; Educational Media; *Group Instruction; Instructional Materials; *Learning Activities; Learning Modules; Material Development; Postsecondary Education; Programed Instructional Materials; *Speech Communication; *Speech Instruction; Teaching Methods; Transparencies

ABSTRACT

This module is one in a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. This module is designed to help prospective teachers identify and use techniques that will improve their ability to communicate orally with students as they make both large and small presentations. The module consists of a terminal objective and enabling objectives, prerequisites, resources, and four learning experiences. Learning experiences, which focus on the enabling objectives, contain an overview, information, activities, self-checks, lesson presentation checklists, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to present an illustrated talk and be evaluated by a resource person on his/her competency in this task. (KC)

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ED266321

Present an Illustrated Talk

Second Edition

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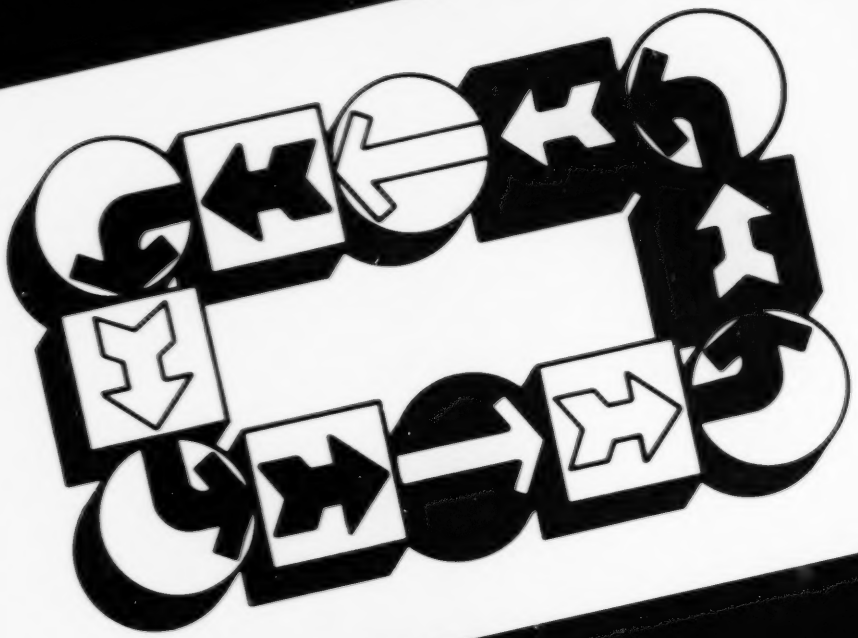

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE C-15

Present an Illustrated Talk

Second Edition

Module C-15 of Category C— Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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1986

ISBN 0-89606-198-1

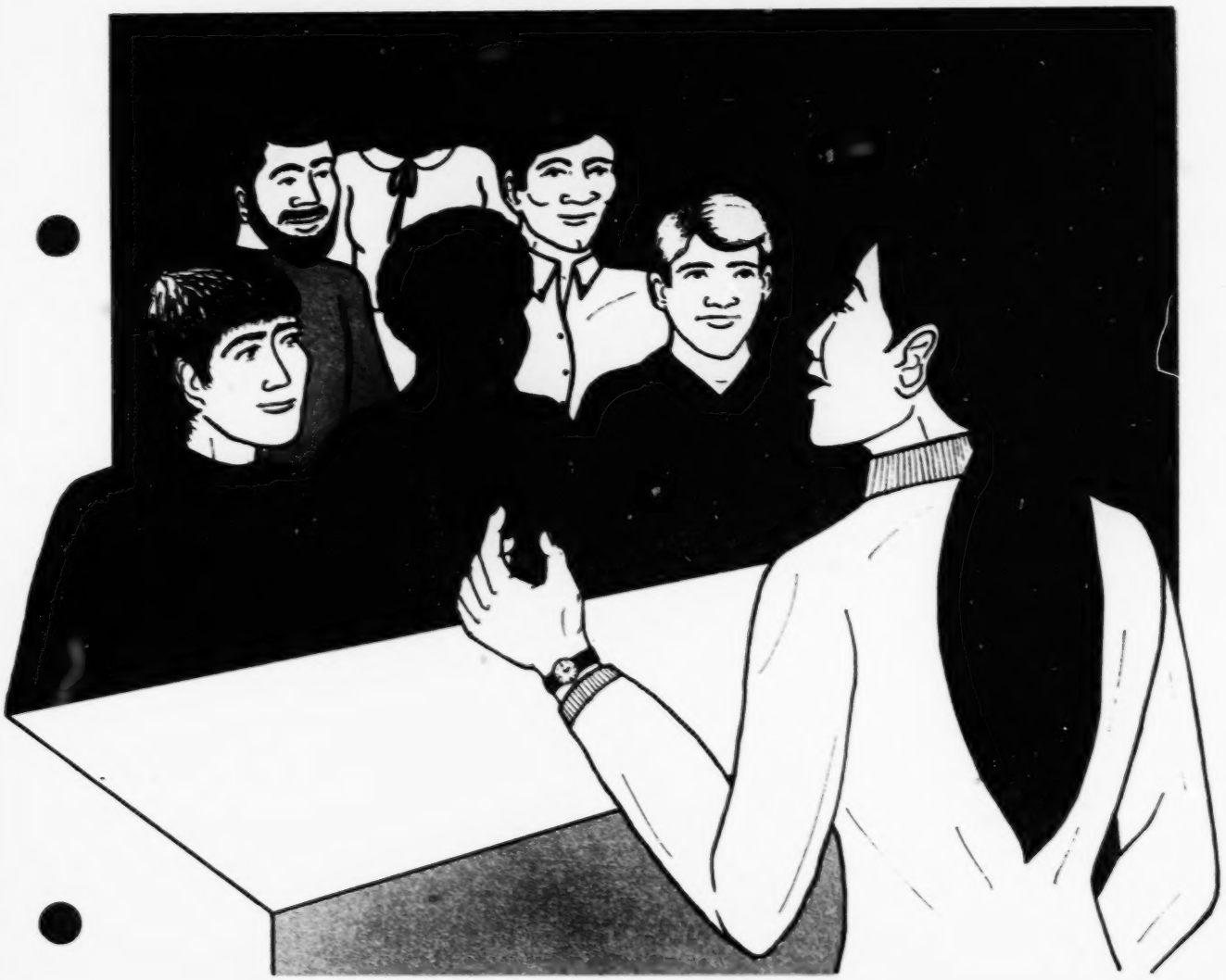
Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.

INTRODUCTION

If you have had the opportunity to listen to an interesting, stimulating talk, have you thought about **why** it was interesting or **how** it was different from a dry, boring presentation? If so, you have probably noticed that an interesting speaker uses many well-chosen examples, anecdotes, analogies, and frames of reference to illustrate the message. When verbal illustrations are not adequate, visual aids, such as drawings, charts, and models, are used to clarify a point. A stimulating speaker also relies on subtle cues to determine how the audience is reacting and adjusts the presentation accordingly.

Vague generalities and poorly chosen illustrations, as well as a lack of rapport between the speaker and the audience, characterize a boring talk. Effective verbal communication, on the other hand, is characterized by direct, forceful points and clear, well-chosen illustrations. Additionally, an effective speaker has the ability to sense and respond to what the audience is feeling and thinking.

As a vocational-technical teacher, you will have daily opportunities to present information to students by talking to them. In order to be a stimulating, interesting speaker, you need to understand and practice effective oral communication. This module is designed to help you identify and use techniques that will improve your ability to communicate orally with students as you make large- and small-group presentations.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, present an illustrated talk. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 43–44 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of how to present an illustrated talk (*Learning Experience I*).
2. Given a case script of a teacher presenting an illustrated talk, critique the performance of that teacher (*Learning Experience II*).
3. In a simulated classroom situation, present an illustrated talk (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B-4

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

Optional

A locally produced videotape of a teacher giving an illustrated talk that you can view for the purpose of critiquing that teacher's performance.

Videotape equipment to use in viewing a videotaped presentation.

Learning Experience III

Required

2–5 peers to role-play students to whom you are presenting an illustrated talk and to critique your performance. If peers are unavailable, you may present your lesson to your *resource person*.

Optional

Videotape equipment to use in taping, viewing, and self-evaluating your presentation.

A resource person to review the adequacy of your lesson plan.

Learning Experience IV

Required

An actual teaching situation in which you can present an illustrated talk.

A resource person to assess your competency in presenting an illustrated talk.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of how to present an illustrated talk.

You will be reading the information sheet, Presenting an Illustrated Talk, pp. 6–10.

You will be demonstrating knowledge of how to present an illustrated talk by completing the Self-Check, pp. 11–14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 15–16.

Activity 1

For large- and small-group instruction, the illustrated talk can be an excellent way to present information. But "to lecture at" students can be very boring. To learn how to plan and deliver an effective illustrated talk and what different types of illustrations can help clarify your ideas, read the following information sheet.

PRESENTING AN ILLUSTRATED TALK

Some people feel that there is no such thing as a good lecture, or "formal" talk, because they think the method itself is outdated and inadequate—particularly in view of the wide variety of instructional techniques and materials available to today's teachers. However, lectures do have some advantages that should not be overlooked when you plan your lessons.

One of the reasons the lecture or talk continues to be a predominant instructional strategy is that it is, for the teacher, a very efficient way of conveying to students exactly the content desired, in exactly the form desired. Information is not, after all, always available through other instructional resources.

For example, recent technological advances may occur, which aren't yet described in the regular class texts. Or a particular explanation in the text may be too sophisticated for your students. Or the focus of content in a film may not meet your particular instructional needs. In such situations, you can tailor a presentation to fit the unique needs of your instructional objectives and your students.[1]

Furthermore, a lecture/talk need not be grim and unexciting. By including verbal and visual illustrations in the presentation and by delivering the presentation with skill and enthusiasm, you can make the lecture/talk an absorbing, stimulating, and effective instructional technique.

In presenting information using an illustrated talk, you can **serve as a central dispenser of knowledge**, while students take notes. Or you can **encourage student interaction** during the presentation. The method you select depends on several factors, one of which is your own style of instruction—what you feel most comfortable doing.

Second, it depends on the type of information being taught. If, for example, students are learning material that is entirely new to them, it might be best to present the information first and then to solicit student feedback, rather than to encourage students to interact throughout the presentation.

Third, the size of the class will affect the style of your presentation. Soliciting student feedback from 40 or 50 students during a presentation can be a time-consuming, clumsy process. In large groups, using some method of obtaining individual feedback might be more efficient.

Finally, the types of students are a factor; you need to consider which type of presentation would communicate best with your particular class. If students are good listeners and note-takers, a teacher-centered illustrated talk can be a very efficient and effective way to present information. For students who cannot sit passively and listen, even to the best illustrated talk, encouraging student interaction and participation during the presentation can be an excellent way to get them actively involved in learning.

1. To gain skill in identifying students' unique needs, you may wish to refer to Module B-1, *Determine Needs and Interests of Students.*

Planning the Presentation

Many teachers find it helpful to refer to notes when they present information to students orally. Even a brief outline can help keep you on track. However, you may need more detailed reminders, depending on the type and quantity of information you are presenting.

After you have had some practice in giving a presentation, you will be better able to judge how extensive your preparation should be. In any event, your preparation should be thorough enough to ensure that you do not need to concentrate on your notes during the presentation.

You need to observe your students as you speak—to concentrate on **them**. Their reactions will tell you whether you are being understood. You should keep your eyes open for cues to help you decide whether you need to speak louder, repeat an explanation, ask a question, draw a diagram, and so on.

The following points are provided to help you plan your presentation:

- **Purpose**—Write a statement of purpose (an objective) covering the skill that you want students to develop through the presentation (e.g., *Demonstrate knowledge of safety procedures in the laboratory* or *Distinguish different types of nails*).
- **Key points**—Make a note of the key points you want to cover. Place them in a logical sequence so that your students will have sufficient background to understand each new point as you present it. Plan your talk around your students, not around your material. Let their needs and interests determine what you cover, and don't present more material than they can understand. A 20-minute lecture on the assimilation of protein, which is appropriate for a group of community college students in health occupations, may not be appropriate for a group of beginning students in high school home economics.
- **Introduction**—The purpose of your presentation should be made clear in an introduction. Tell students what they will learn and how it will affect them. An introduction should orient students to the lesson and prepare them to receive the information you are going to present.

- **Summary**—Presenting a good summary is an important part of your lesson. If you are giving a long or difficult lesson, you may need to recap points as you progress from one point to the next. At the conclusion of the lesson, be sure to reinforce key points. You may do this by repeating key points briefly in the order in which they were presented. Or you may choose to use some other method of summarizing, depending upon the type of lesson you are presenting or the needs of your students.
- **Evaluation**—To evaluate your presentation, you need to determine whether, as a result of your illustrated talk, students were able to meet the lesson objective. You should plan ahead of time how you will determine this. After a teacher-centered illustrated talk has been given, you might ask for questions or comments. You may give a test or an assignment to see how well you have communicated. Because a talk involving student participation is more spontaneous, your evaluation can also be more spontaneous. Depending on student reaction, you might use a discussion, a role-playing situation, questions, or other types of activities to evaluate students' understanding.

Delivering the Presentation

In presenting any illustrated talk, you should be familiar enough with your material that you can watch your students while you talk. A teacher who stands in front of the class staring at notes or concentrating on an explanation may not notice that students are yawning or talking. In particular, your presentation should be planned carefully so that you can vary it spontaneously, depending on reactions from your students.

If you find yourself losing the attention of your students, for instance, try changing the pace by telling a related story or showing a visual illustration. If students don't seem to understand your point, be ready to simplify your explanation, shorten the talk, or even substitute another activity in its place. An observant teacher will know how long a presentation should be and will tailor it to the students' level of understanding.

Frequently, instructors feel that a talk must be delivered in very formal language. Nothing could be further from the truth. Talks should be conversational in language and tone. Always be yourself—natural and relaxed—whether you are giving a formal presentation or an informal one. Know your students, and talk to them on their own level, not above it.

Remember, too, that your manner of delivery—the way you inflect your voice, emphasize words, gesture—conveys meaning, just as your words do. If you appear bored, chances are that your students will be bored. If you are excited and interested, your students probably will be motivated to listen to you.

Teachers sometimes stand in one position at the front of the classroom when making a presentation. Actually, you should vary your movements, just as you should vary your pace and tone, when giving a presentation. If you stand motionless before a group of students, you may soon lose their attention. They may turn their attention to other objects, such as windows, walls, or reading material.

Do you have a pet phrase or gesture? Many people do, without realizing it. Any characteristic, even an inconspicuous one, can become monotonous and distracting if it is overdone. Such habits as stroking the hair, adjusting a watch, or playing with a pencil or a piece of chalk can be annoying to students. Constantly punctuating your speech with such words and expressions as *like, you know, right, ah,* and *um* can also become very annoying or distracting to others.

These types of mannerisms are usually unconscious. Thus, you will notice them only if you really think about what you are doing or if you have the opportunity to see yourself on a videotape.

Humor can be a definite boon to any presentation if it is spontaneous and related to an important point. A teacher is **not** a comedian, however, and should not attempt to win the class over with canned jokes. Students can usually see through this type of humor, and often it falls flat. In particular, don't tell the same story regularly simply because it's one of your favorites.

The important points you should remember when presenting information orally are as follows:

- Speak clearly and loudly enough so that every student can hear you.
- Don't speak too rapidly or too slowly—avoid unnecessary pauses.
- Don't read from notes. Look at your students as you talk. Watch their expressions and movements to determine whether you are being listened to and understood.
- Be enthusiastic. Don't use a monotonous tone.
- Use gestures for emphasis, but avoid annoying or distracting mannerisms.
- Be conversational and natural.

Using Illustrations

Both verbal and visual illustrations can help clarify concepts. Listening and viewing are more effective when used together, so you will want to plan to use both verbal and visual illustrations in giving a presentation.

Visual aids need not be elaborate. Often a simple diagram drawn on the chalkboard or a chart projected onto a wall will complement a lesson equally as well as a feature film.

Whatever type of visual aid you use, the important thing is to plan for its use ahead of time. Know when you are going to use it, and have it on hand so that you can go smoothly from an explanation to a visual aid without breaking the flow of the presentation. Remember that every student should be able to see the visual aid and that you should be looking at your students—not at the visual aid—during the presentation. Don't stand in front of a diagram and talk to it, while your students struggle to see through you.[2]

Verbal illustrations—analogies, frames of reference, anecdotes, examples—help to convey meaning just as pictures, graphs, diagrams, or filmstrips do. In giving a presentation, you need to know how to use verbal illustrations to hold the interest of your students and to make your meaning clear to them.

Analogies

An analogy is a comparison of one thing to another that emphasizes the similarities between them. In general, the known is compared to the unknown so that students can apply their previous knowledge to a new situation.

For example, the flow of electrical current through a wire can be compared to the flow of water through a pipe. A molecule in motion is analogous to a bouncing ping-pong ball. The rotation of the earth on its axis is analogous to a spinning top.

Don't use an analogy unless the similarities of the elements being compared outweigh the differences. Recognize the limits of an analogy—don't give your students the impression that electrons flow through a wire because of gravitational attraction as is the case with water flowing through a vertical pipe.

And make sure that the "known" part of your analogy is, in fact, known to your students. Teachers sometimes make the error of comparing the unknown to something that is common knowledge to them, but not to students. Then you end up presenting two unknowns and confusing the class.

Frames of Reference

A frame of reference is the knowledge or set of attitudes that a person brings to a new experience. In learning a new concept, for example, students must use their previous knowledge as a **reference** and build upon it to master new knowledge. By presenting information in terms of a learner's previous experiences, you can help students grasp new ideas quickly. The introduction to a talk is one logical place to use frames of reference.

Another use of frames of reference is in teaching students to analyze situations from different points of view. For instance, a teacher who is giving a talk on sales techniques might want to have students role-play a situation in which a dissatisfied customer returns a piece of merchandise to the salesperson who sold it. Allowing students to see the situation from different frames of reference—the customer's, the salesperson's, the store manager's—can help clarify the point that the customer is always right.

Or, a talk on the importance of safety glasses might include a case study about a student who lost her eyesight by neglecting to follow the correct safety practice. Students could be encouraged to consider the consequences of the accident from different frames of reference—the student's, the instructor's, the school administrator's, the parents'—to emphasize the importance of following the safety practice.

2. To gain skill in selecting and preparing visual aids, you may wish to refer to Module B-5, *Select Student Instructional Materials;* and/or Module B-6, *Prepare Teacher-Made Instructional Materials.*

Frequently, frames of reference are established through group interaction in an informal learning experience. For instance, **discussions** are a very natural way to encourage students to analyze a topic from different viewpoints. A **role-playing situation** encourages students to act out their feelings, to analyze their own and others' behavior, and to consider alternative types of behavior. A **case study** allows students to analyze a problem and to consider their own solutions in relation to other solutions.

Analogies can also help to establish frames of reference. If you draw an analogy between the flow of electricity and the flow of water—the resistance of the pipe to the water is analogous to the resistance of the wire to the electrical current, and water pressure is analogous to electromotive potential—you have established a frame of reference based on the students' knowledge of how water flows through a pipe.

Anecdotes

An anecdote is an amusing or interesting story that is designed to illustrate a point the speaker is trying to make. It may be true or fictional, long or short. Following is a typical anecdote:

> A young boy asked a wrinkled, tottering old man, "How do you do it? What's your secret for living such a long time?"
>
> The old-timer replied, "Well, I drink a pint of whiskey a week; I smoke a pack of cigarettes every day; and I never go to bed before midnight. I know how to enjoy myself, and I live each day for itself. That's what keeps me young."
>
> After the young boy pondered the old-timer's words a bit, he couldn't resist asking a second question, "How old are you anyway?"
>
> "Thirty-five," answered the old-timer proudly.

This might be an appropriate illustration for a point about nutrition or rest. Often such an anecdote remains in our memory longer than the talk it was part of. If it makes a point, that point may remain clear in students' minds long after they have forgotten the rest of the lesson.

Anecdotes should be a natural part of a talk and suited to your particular students. Don't force an anecdote into a talk where it really doesn't belong just because it's one of your favorites.

Examples

An example is a representative instance of a general principle, process, or idea. A dictionary is an example of a reference book. A toaster is an example of a household appliance. Using examples is a natural and effective way to illustrate a point. When you find yourself saying *for example* or *for instance*, you are using an example to illustrate a point. Make sure, however, that your example is actually representative of the point you are trying to make. And be sure that you choose examples from your students' frame of reference. In other words, be sure to use examples that they can readily grasp and apply to the concept you want to teach.

In summary, when you are using any type of illustration to clarify a point, you should keep a few criteria in mind:

- **Does it relate directly to your point?** Don't use an illustration merely because it's an attractive visual aid or idea. Make sure it contributes to the message you are trying to get across.
- **Is it accurate?** Use factual, typical illustrations as much as possible. Avoid generalizing from a fictional or isolated case.
- **Is it clear?** Try to use enough detail so that your listeners can follow you, but don't bore or confuse them with irrelevant information.
- **Is it the best way to present information?** Whether you are using verbal or visual illustrations, ask yourself whether there is a better way to get your point across.
- **Is it appropriate to the audience?** Illustrations should be carefully planned for the ability level of learners.

12

The following items check your comprehension of the material in the information sheet, Presenting an Illustrated Talk, pp. 6–10. Each of the 11 items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What are the advantages and disadvantages of presenting information to students using a teacher-centered talk?

2. What are the advantages and disadvantages of encouraging student interaction during the presentation of an illustrated talk?

3. If you were planning a presentation, what factors would you consider in determining whether to encourage student participation?

4. What specific things would you do to prepare a presentation?

5. As a rule of thumb, it is suggested that a talk be broken down according to the following time limits: 20 percent for the introduction, 60 percent for the key points, and 20 percent for the summary. Why should an introduction and a summary be included in a talk?

6. Student feedback is the basis for evaluating whether a talk has been understood. What are some different ways of obtaining student feedback?

7. During a presentation, the teacher needs to be alert to students' reactions. In some talks, students may contribute comments and questions throughout so that the teacher is constantly aware of how well he/she is communicating. But, in other presentations, there is no direct verbal feedback from students until the presentation is finished. How can a teacher determine whether students are understanding this latter type of presentation?

8. Mr. Jones is a vocational instructor who likes to sit at his desk while he lectures. He prides himself on being well prepared. He uses detailed notes and follows them very carefully. He has a tendency to dramatize his lectures and to shout occasionally to attract students' attention. Students like him, though, because he doesn't seem to mind their doing their homework while he lectures. What do you think of Mr. Jones' style of delivery?

9. Define the following types of verbal illustrations: analogy, frame of reference, anecdote, and example.

10. Why are illustrations needed in an oral presentation?

11. How can you decide whether use of a particular illustration is a good way to clarify a point?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. A teacher-centered presentation can be advantageous if the teacher is presenting information to students that is entirely new to them. This is particularly true if students would have little to contribute during the presentation. Such presentations are also advantageous in large-group instruction in which the number of students would prevent teacher-student interaction throughout the talk. If students listen well and take good notes, such a talk can be an efficient way to present information.

   However, it may be difficult to determine whether students are actually listening to and understanding the talk merely on the basis of their nonverbal reactions.

2. Two important advantages of encouraging student interaction during a presentation are (1) the instructor receives continual student feedback during the presentation and can use this feedback to vary the course of the presentation, if needed; and (2) students who have difficulty listening passively or taking notes can get actively involved in the presentation.

   The advantages are partially offset by one important disadvantage: the larger the group, the more time-consuming it becomes to encourage student interaction throughout the presentation. The teacher must act as a moderator to keep the talk on target. Otherwise, it can disintegrate into a bull session.

3. Following are some things you should consider when you plan a presentation:

   - What type of students do I have? Are they good listeners? Can I tell whether they are understanding me just by watching their facial expressions, or should I solicit feedback during the presentation?
   - Does the subject of the presentation lend itself to student interaction? Do my students have enough background knowledge of the subject to contribute to the talk?
   - Is group feedback or individual feedback more appropriate to the size of the class?
   - Would I personally be comfortable with a great deal of student interaction during this particular presentation?

4. Most teachers like to make notes to guide them through a presentation. The purpose of the talk should also be written down. Then, the key points should be listed in their correct order. If you need to visually illustrate any of these points, you should prepare visual aids ahead of time and have them on hand during the talk.

   Verbal illustrations should be thought out carefully in advance to be sure each one clearly illustrates the point you want to make. Make sure that you can cover each point in a reasonable amount of time for your particular group of students. Organize your talk around an introduction, key points, and a summary. Then, plan and prepare the evaluation device to be used. For example, if you decide to lead a discussion, write down some key questions ahead of time.

5. The purpose of an introduction is to get students ready to listen. It should inform them of what they will learn and why it is important. The summary should briefly recap the main points of the lesson to reinforce and clarify them. The summary is also a bridge from the lesson to the evaluation activity.

6. Evaluation of students' knowledge may be obtained by giving a test or assignment, soliciting questions and reactions from students, asking them questions, leading a discussion, using a role-playing or case-study activity, and so on.

7. During a presentation in which student interaction is not encouraged, the teacher should keep an eye on the class at all times and watch for cues, such as yawning, whispering, puzzled expressions, or daydreaming, to alert him/her to students' reactions.

8. Mr. Jones' lectures should be conversational in tone, not dramatic exercises. His habit of stationing himself at his desk is also a poor one. Moving around the classroom would help hold students' attention. Apparently Mr. Jones pays more attention to his notes than he should, since he doesn't notice that students are doing their homework while he lectures. His habit of shouting to attract attention and his tendency to dramatize can become distracting and monotonous, just as any mannerism can if it is used routinely.

9. An **analogy** is a comparison of a known object, idea, or process, to an unknown object, idea, or process, in which essential characteristics of both things being compared are basically similar in nature.

   A **frame of reference** is the background knowledge that a person brings to a new experience (i.e., it is "where a person is coming from").

   An **anecdote** is a story that is used to illustrate a point.

   An **example** is a representative instance of a general principle, process, or idea.

10. The purpose of both verbal and visual illustrations is to clarify meaning. A well-chosen illustration can convert a vague generality into a clear concept. Illustrations are like handles that allow students to grasp larger ideas, to remember them, and to use them.

11. The criteria for deciding whether a particular illustration is a good one are as follows:

    - Does it relate directly to the point?
    - Is it accurate?
    - Is it clear?
    - Is it the best way to present information?
    - Is it appropriate to the audience?

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Presenting an Illustrated Talk, pp. 6–10, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given a case script of a teacher presenting an illustrated talk, critique the performance of that teacher.

You will be reading the Case Script, pp. 18–19.

You will be critiquing the performance of the teacher described in the case script, using the Critique Form, pp. 21–23.

You will be evaluating your competency in critiquing the teacher's performance in presenting an illustrated talk by comparing your completed critique with the Model Critique, pp. 25–26.

You may wish to view a locally produced videotape of a teacher giving an illustrated talk and to critique that teacher's performance.

The following case script describes how Mr. Ahmed, a secondary vocational-technical instructor, gave an illustrated talk on the metric system to a group of students. Keeping in mind the criteria for presenting an effective illustrated talk, read the situation described.

CASE SCRIPT

Mr. Ahmed stands up to begin his talk and glances at his class of ten students. Each student has a pad of paper and a pen and appears ready to begin taking notes. He takes his lecture notes out of his briefcase, then drops them back in. He is so familiar with the topic to be presented that he feels he doesn't need notes.

Mr. Ahmed:

At present, 85 percent of the world's population live in countries that are using the metric system. It's not going to be too long before we Americans are going to be using the metric system as well. How will the metric system affect our daily lives? Why should we bother to change from our present system to an entirely new system? These are two questions I would like to discuss today.

Now, for the purposes of our discussion, let me call the process of changeover from our system—which is called the English system—to the metric system, "Metrication."

Mr. Ahmed writes the word "Metrication" on the chalkboard.

The effect that this changeover will have on our daily living is the topic of our discussion today. There are two very important types of changeover effects. We shall call them short-term effects and long-term effects.

Mr. Ahmed writes the two words on the chalkboard.

Short-term effects are those effects that are felt during the transition process. Long-term effects are felt over a longer period of time and show us the reason why we are changing from one system to another.

First of all, changing from one system to another is always a difficult process. Changing from one pattern of behavior to another is also very difficult. How many of you have taken driver training? Do you all remember the problems you experienced when you switched from driving in the simulator to driving in a real car?

Mr. Ahmed notices that two students appear to be silently laughing.

The transition was a little bit hard to take. The same thing happens when we try to change from feet to meters and from quarts to liters. It's going to be a very difficult thing for us to adjust to. For example, we're accustomed to buying our milk in quarts, and we know how much milk is in a quart, how many people it will serve, how many quarts we need. But if we were to suddenly start buying our milk in liters, we wouldn't know how many liters would be needed to serve a family.

Also, for example, suppose we see a briefcase on sale, and it says, "This briefcase weighs 1 kilogram empty." Does this mean that this is a nice, light briefcase or a heavy briefcase? How could we tell until we've learned the metric system?

Now, these aren't the only troubles we're going to have when adjusting to the metric system. We're also going to have to face certain economic problems. Presently, we buy nuts, bolts, and tools according to their measurement in fractions of feet and inches. For example, we have a ½-inch nut. Now, if we change to the metric system, that ½-inch nut will become a 12.7-millimeter nut.

How are we going to remember such odd numbers? Manufacturers will help us a bit. During the transition process, they will indicate both the English and the metric measurements of goods. Some of you may have already experienced this when buying dress patterns. You'll find both the metric and English measurements written on the back of the pattern.

Mr. Ahmed notices a girl is nodding her head at that remark.

At this point, I'll bet you are asking yourselves why we should switch systems. In the long run, how are things going to be better off with the metric system than with our English system? Why should we have to inconvenience ourselves to learn a new system? Well, let me see if I can answer some of these questions.

We are familiar with certain basic measurements in the English system. For instance, we know that there are 3 feet in a yard, 5,280 feet in a mile, and 43,560 square feet in an acre. We have to remember all these numbers and all these units and conversion factors. That's a lot to remember, since there is no apparent, logical pattern to these measurements. In the metric system, there is a pattern.

Let me give you an example of the difficulty of a system in which you've got all these different numbers and measurement patterns to memorize. Now, our currency consists of 1-dollar bills, 5-dollar bills, 10-dollar bills, etc. Most of our units of currency are in multiples of 5 and 10. Now, if you were to go to Kenya and try to transfer from our currency system to theirs, you would experience many difficulties. In Kenya, a pound sterling is 240 pennies; a pound sterling is 20 shillings; 12 pennies make up a shilling. How are you going to remember all these things? Instead of units of 10s, you've got to worry about units of 12, 20, and 240. How do you remember these things? How do you keep all those units straight in your head?

In the metric system, everything is in multiples of 10 or in tenths—100, 1000, 10,000, and so on. Everything is in terms of 10 so it makes it easier to remember the conversion from one system of units to another. But more than that, the names of the metric units help you remember the correct conversion. A kilogram, for example, is 1,000 grams. A millimeter is 1/1000th of a meter. A kilometer is 1,000 meters. Even the names themselves suggest what the conversion factor ought to be. Of course, you have to memorize the prefixes that tell us what the relationship is, but that's easy.

The metric system has an additional advantage. It measures the conversions in units of 10 so it fits in perfectly with our decimal system. For example, I can convert 100 millimeters to centimeters very easily: 100 millimeters equal 10 centimeters; *milli* means 1/1000; *centi* means 1/100; centimeter is 10 times as big as a millimeter. So all I have to do to make this change is simply change the decimal point. However, if you want to change some measurement from feet to yards or from yards to miles, you've got a much more difficult conversion factor to go through. It's not as simple as just moving the decimal point.

Mr. Ahmed notices with satisfaction that he still has his student's attention and that their note pads are filled with notes.

In addition, there are certain economic advantages that you will experience once we've changed to the metric system. As I pointed out before, 85 percent of the world's population already use the metric system. They produce goods and services that we import to our country. We produce goods and services that we export to their countries. The business of exporting and importing will become a simpler process when we can work under the same system. For example, when I buy an American tool, I'll be able to use it to fix my Volkswagen or Toyota because everything will be measured in the same units. Screws, bolts, and various other parts will all be standardized and, therefore, interchangeable.

This standardization will help to improve communication between countries, especially in the business world. Once we have established these better relationships, then, we hope, businesses in all countries will improve the quality of their work in order to maintain competition. We all benefit because we get higher-quality products. So that is, basically, the long-range effect of changing to the metric system.

Tomorrow we'll investigate the origin of the metric system. Later this week, we'll investigate why a ½-inch bolt made yesterday still can fit a ½-inch nut made today, and we'll analyze how we can standardize the units of measurement.

Well that's about it for today. Are there any questions?

Mr. Ahmed pauses momentarily.

None? Okay. See you all tomorrow.

NOTES

Below is a form with questions to guide you in preparing a written critique of Mr. Ahmed's performance in presenting an illustrated talk. Read each question and indicate, by circling the YES or NO, whether or not Mr. Ahmed accomplished each item. Briefly explain your responses in the space provided for comments below each item.

CRITIQUE FORM

1. Did the teacher state the purpose of the lecture in the introduction? YES NO

   Comments:

2. Was the teacher's style of presentation (i.e., teacher-centered) suited to the size of the group and the nature of the material being presented? YES NO

   Comments:

3. Did the teacher select information to present that was suited to students' level of understanding? YES NO

   Comments:

4. Did the teacher observe students during the presentation to see whether they were listening to and understanding the talk? YES NO

   Comments:

5. Did the teacher summarize the key points in the conclusion of the talk? YES NO

   Comments:

6. Did the teacher use student feedback to evaluate the talk? YES NO

   Comments:

7. During the introduction, the teacher used the chalkboard twice. In the first instance, he wrote the word *metrication* on the chalkboard. In the second, he wrote the two words *short-term* and *long-term*. From what you know about visual illustrations, is this use of the chalkboard an effective way to illustrate the introduction? YES NO

   Comments:

8. The first key point that the teacher made was that "changing from one system to another is always a difficult thing." To illustrate this point, the teacher drew the analogy that changing from the English system to the metric system of measurement is like changing from a driving simulator to a real car, because both adjustments are difficult. Was this a good analogy? YES NO

   Comments:

9. The teacher used the following example to illustrate the difficulty of converting from the English system to the metric system: "Suppose we see a briefcase on sale and it says, 'This briefcase weighs 1 kilogram empty.' Does this mean that this is a nice, light briefcase or a heavy briefcase?" Was this example suited to a high school audience? YES NO

   Comments:

10. The teacher made the point that using the metric system would simplify our calculations, because in the metric system everything is in multiples of ten. To illustrate this point, the teacher established a frame of reference on the basis of the ease with which we can calculate how much money we have when we have an assortment of currency, since our money is in multiples of five and ten. Kenya's currency system is not in simple multiples, and consequently, it is more difficult to use. Does this frame of reference help clarify the point that calculations will be simpler if we convert to the metric system? YES NO

    Comments:

NOTES

Compare your written critique of the teacher's performance with the model critique given below. Your circled responses should exactly duplicate the model responses. Your written comments need not exactly duplicate the model comments; however, you should have covered the same **major** points.

MODEL CRITIQUE

1. YES. The teacher described two purposes of the lecture: (1) to know how the metric system will affect our daily lives, and (2) to know why we should change from the English to the metric system.

2. NO. Since the group was quite small, the teacher could easily have obtained student feedback during the talk. The illustrations he used could have been drawn from individual students' experiences if he had solicited feedback throughout the talk instead of waiting until the end.

   The question concerning the short-range effects of using the metric system, in particular, lends itself to student involvement. If students were given a case study or a problem to solve that required them to use the metric system instead of the English system, they could easily discover and discuss the difficulties they encountered in using the metric system.

3. YES. The metric system can be taught to elementary children as well as high school students. However, the teacher did attempt to make the point that a free exchange of goods and services between nations raises the quality of those goods and services because of competition for the market, and that the result is a higher standard of living for all. This concept might be a little difficult for high school students to understand.

4. YES. The teacher did not read from his notes or concentrate on them while he talked to students. He observed the class as he spoke.

5. NO. There is really no summary. The teacher broke off abruptly from the second main point and announced what the next lessons would cover.

6. NO. The teacher asked if there were any questions, and when the students did not volunteer any, he closed the lesson. The teacher should have been prepared to ask questions himself if the students did not volunteer. The fact that they were taking notes during the talk does not indicate that they understood what was in their notes.

7. NO. The word *metrication* is used only once during the entire lecture—in the introduction. Since the teacher never referred to it again, it is likely that the word itself did not enhance or clarify the meaning of the lesson. Writing it on the chalkboard taught students nothing further about the purpose of the lecture than had been already stated.

   Similarly, writing the words *short-term* and *long-term* does not answer the question, What is a short-term or a long-term effect of converting to the metric system? or the question, How short is a short-term effect and how long is a long-term effect?

   As an alternative method of illustration, the teacher might have shown students a world map that was color-coded to indicate which countries use the English and which use the metric system of measurement. This sort of visual illustration could have added depth to the opening statement, "At present, 85 percent of the world's population live in countries that use the metric system."

   Illustrations, in the form of charts and graphs, could also have been used to illustrate vividly the difference between a quart of milk and a liter of milk; or the differences between a meter, a centimeter, and a millimeter; or the number of pennies and shillings in one pound sterling.

8. NO. Even if we assume that all students are familiar with the process of changing from a driving simulator to a real car, so that this part of the comparison is "known," and even if we assume that changing from a driving simulator to a real car is in fact difficult, the two processes are still not analogous. The function of a driving simulator is to make it **easier** to drive a real car. The transition should not be difficult.

   On the other hand, learning how to use the English system of measurement does not facilitate learning how to use the metric system—in fact, it complicates the process. The essential characteristics of the two processes being compared are not actually similar.

9. NO. Most high school students would not be concerned with the weight of a briefcase since few would need to buy one, and they might have trouble knowing a "light" one from a "heavy" one even if the measurement were in pounds. The teacher could have selected an example of more interest or relevance to this particular group of students. He might have chosen the size of an automobile engine or the distance covered by a home run to arouse students' curiosity.

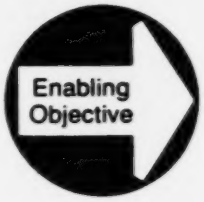
10. YES. The teacher built on students' previous knowledge (i.e., their understanding of the U.S. currency system and the ease with which it can be used) to give them an idea of how easy it would be to calculate distances, weights, and measures if our measurement system were similar to our currency system (i.e., in simple multiples of ten).

Level of Performance: Your circled responses should have exactly duplicated the model responses; your written comments should have covered the same **major** points as the model comments. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Presenting an Illustrated Talk, pp. 6–10, or check with your resource person if necessary.

Your institution may have available videotapes showing examples of teachers giving illustrated talks. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in giving an illustrated talk, using the criteria provided in this module or critique forms or checklists provided by your resource person.

Learning Experience III

OVERVIEW



In a simulated classroom situation, present an illustrated talk.

You will be selecting an objective in your occupational specialty that lends itself to using an illustrated talk to present information.

You will be selecting, modifying, or developing a lesson plan designed to achieve that objective using an illustrated talk.

You may wish to have your resource person review the adequacy of your plan.

You will be selecting, obtaining, or preparing any visual materials needed for your presentation.

You will be presenting your lesson to a group of peers or to your resource person.

You may wish to record your presentation on videotape for self-evaluation purposes.

Your competency in presenting an illustrated talk will be evaluated by your peers or by your resource person, using copies of the Lesson Presentation Checklist, pp. 31–40.

If you videotape your presentation, you may wish to evaluate your own performance, using a copy of the Lesson Presentation Checklist, pp. 31–40.

Select a student performance objective in your occupational specialty that could be achieved, at least partially, by presenting an illustrated talk. (In a real-world situation, you start with an objective and then select the most appropriate materials and teaching methods. In this practice situation, however, you need to select an objective that lends itself to using an illustrated talk to present information.)

Prepare a detailed lesson plan that includes the use of an illustrated talk. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously and adapt that plan so that it includes the use of an illustrated talk to present information. Include at least one analogy in your plan, and plan to establish a frame of reference at least once.

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B-4, *Develop a Lesson Plan,* as a guide.

Based on your lesson plan, select, obtain, or prepare any visual materials you will need to illustrate your presentation.

In a simulated classroom situation, present your lesson to a group of at least two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own lesson presentation at a later time.

Multiple copies of the Lesson Presentation Checklist are provided in this learning experience, pp. 31–40. Give a copy to each peer or to your resource person before making your presentation in order to ensure that each knows what to look for in your lesson. However, indicate that, during the lesson, all attention is to be directed toward you and that the checklists are to be completed **after** the lesson is finished.

If you videotaped your lesson, you may wish to self-evaluate using a copy of the Lesson Presentation Checklist, pp. 31–40.

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving an illustrated talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation suited to:				
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information that was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented, on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to adjust the talk's length, focus, pace, activities, or illustrations, if needed	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone that was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy that:				
16. related directly to a point that the teacher was making	☐	☐	☐	■
17. was suited to students' level of understanding	☐	☐	☐	■
18. compared the known to the unknown	☐	☐	☐	■
19. compared two things essentially similar in nature	☐	☐	☐	■
During the talk, the teacher established a frame of reference that:				
20. related directly to a point that the teacher was making	☐	☐	☐	■
21. was suited to students' level of understanding	☐	☐	☐	■
22. allowed students to see the topic from different points of view	☐	☐	☐	■

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving an illustrated talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation suited to:				
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information that was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented, on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to adjust the talk's length, focus, pace, activities, or illustrations, if needed	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone that was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy that:				
16. related directly to a point that the teacher was making	☐	☐	☐	■
17. was suited to students' level of understanding	☐	☐	☐	■
18. compared the known to the unknown	☐	☐	☐	■
19. compared two things essentially similar in nature	☐	☐	☐	■
During the talk, the teacher established a frame of reference that:				
20. related directly to a point that the teacher was making	☐	☐	☐	■
21. was suited to students' level of understanding	☐	☐	☐	■
22. allowed students to see the topic from different points of view	☐	☐	☐	■

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving an illustrated talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation suited to: a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information that was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented, on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to adjust the talk's length, focus, pace, activities, or illustrations, if needed	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone that was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy that:				
16. related directly to a point that the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established a frame of reference that:				
20. related directly to a point that the teacher was making	☐	☐	☐	☐
21. was suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see the topic from different points of view	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving an illustrated talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation suited to:				
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information that was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented, on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to adjust the talk's length, focus, pace, activities, or illustrations, if needed	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone that was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy that:				
16. related directly to a point that the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established a frame of reference that:				
20. related directly to a point that the teacher was making	☐	☐	☐	☐
21. was suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see the topic from different points of view	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LESSON PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In giving an illustrated talk, the teacher:				
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐
3. selected a type of presentation suited to:				
a. students' level of understanding	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐
4. selected information that was suited to students' level of understanding	☐	☐	☐	☐
5. limited the quantity of information presented, on the basis of students' level of understanding	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐
7. used verbal or nonverbal cues from students to adjust the talk's length, focus, pace, activities, or illustrations, if needed	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐
15. spoke in a tone that was relaxed, conversational, and natural	☐	☐	☐	☐

	N/A	No	Partial	Full
During the talk, the teacher used an analogy that:				
16. related directly to a point that the teacher was making	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐
During the talk, the teacher established a frame of reference that:				
20. related directly to a point that the teacher was making	☐	☐	☐	☐
21. was suited to students' level of understanding	☐	☐	☐	☐
22. allowed students to see the topic from different points of view	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** present an illustrated talk.

As you plan your lessons, decide when an illustrated talk could be used effectively to aid you in meeting the lesson objectives. Based on that decision, present information through an illustrated talk. This will include—

- selecting, modifying, or developing a lesson plan that includes this technique
- selecting, obtaining, or preparing any visual materials needed for the talk
- using at least one analogy and establishing a frame of reference at least once during the talk

NOTE: Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B-4, *Develop a Lesson Plan,* to guide his/her evaluation.

Arrange in advance to have your resource person observe your lesson presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 43–44.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in presenting an illustrated talk.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Present an Illustrated Talk (C-15)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In giving an illustrated talk, the teacher:						
1. stated the purpose of the talk in the introduction	☐	☐	☐	☐	☐	☐
2. oriented students to the lesson	☐	☐	☐	☐	☐	☐
3. selected a type of presentation suited to: a. students' level of understanding	☐	☐	☐	☐	☐	☐
b. the teacher's own personal style of delivery	☐	☐	☐	☐	☐	☐
c. the size of the group	☐	☐	☐	☐	☐	☐
d. the nature of the material being presented	☐	☐	☐	☐	☐	☐
4. selected information that was suited to students' level of understanding	☐	☐	☐	☐	☐	☐
5. limited the quantity of information presented, on the basis of the students' level of understanding	☐	☐	☐	☐	☐	☐
6. used verbal or nonverbal cues from students to determine whether students were listening to and understanding the talk	☐	☐	☐	☐	☐	☐
7. used verbal and nonverbal cues from students to adjust the talk's length, focus, pace, activities, or illustrations, if needed	☐	☐	☐	☐	☐	☐
8. illustrated key points during the presentation, either verbally or visually	☐	☐	☐	☐	☐	☐
9. summarized each key point at the conclusion of the presentation	☐	☐	☐	☐	☐	☐
10. used student feedback to evaluate the talk	☐	☐	☐	☐	☐	☐
11. spoke audibly	☐	☐	☐	☐	☐	☐
12. avoided distracting mannerisms or expressions	☐	☐	☐	☐	☐	☐
13. maintained eye contact with students	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
14. projected enthusiasm for the subject of the talk	☐	☐	☐	☐	☐	☐
15. spoke in a tone that was relaxed, conversational, and natural	☐	☐	☐	☐	☐	☐
During the talk, the teacher used an analogy that:						
16. related directly to a point that the teacher was making	☐	☐	☐	☐	☐	☐
17. was suited to students' level of understanding	☐	☐	☐	☐	☐	☐
18. compared the known to the unknown	☐	☐	☐	☐	☐	☐
19. compared two things essentially similar in nature	☐	☐	☐	☐	☐	☐
During the talk, the teacher established a frame of reference that:						
20. related directly to a point that the teacher was making	☐	☐	☐	☐	☐	☐
21. was suited to students' level of understanding	☐	☐	☐	☐	☐	☐
22. allowed students to see the topic from different points of view	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A–1 Prepare for a Community Survey
- A–2 Conduct a Community Survey
- A–3 Report the Findings of a Community Survey
- A–4 Organize an Occupational Advisory Committee
- A–5 Maintain an Occupational Advisory Committee
- A–6 Develop Program Goals and Objectives
- A–7 Conduct an Occupational Analysis
- A–8 Develop a Course of Study
- A–9 Develop Long-Range Program Plans
- A–10 Conduct a Student Follow-Up Study
- A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B–1 Determine Needs and Interests of Students
- B–2 Develop Student Performance Objectives
- B–3 Develop a Unit of Instruction
- B–4 Develop a Lesson Plan
- B–5 Select Student Instructional Materials
- B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C–1 Direct Field Trips
- C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C–4 Direct Students in Instructing Other Students
- C–5 Employ Simulation Techniques
- C–6 Guide Student Study
- C–7 Direct Student Laboratory Experience
- C–8 Direct Students in Applying Problem-Solving Techniques
- C–9 Employ the Project Method
- C–10 Introduce a Lesson
- C–11 Summarize a Lesson
- C–12 Employ Oral Questioning Techniques
- C–13 Employ Reinforcement Techniques
- C–14 Provide Instruction for Slower and More Capable Learners
- C–15 Present an Illustrated Talk
- C–16 Demonstrate a Manipulative Skill
- C–17 Demonstrate a Concept or Principle
- C–18 Individualize Instruction
- C–19 Employ the Team Teaching Approach
- C–20 Use Subject Matter Experts to Present Information
- C–21 Prepare Bulletin Boards and Exhibits
- C–22 Present Information with Models, Real Objects, and Flannel Boards
- C–23 Present Information with Overhead and Opaque Materials
- C–24 Present Information with Filmstrips and Slides
- C–25 Present Information with Films
- C–26 Present Information with Audio Recordings
- C–27 Present Information with Televised and Videotaped Materials
- C–28 Employ Programmed Instruction
- C–29 Present Information with the Chalkboard and Flip Chart
- C–30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D–1 Establish Student Performance Criteria
- D–2 Assess Student Performance: Knowledge
- D–3 Assess Student Performance: Attitudes
- D–4 Assess Student Performance: Skills
- D–5 Determine Student Grades
- D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E–1 Project Instructional Resource Needs
- E–2 Manage Your Budgeting and Reporting Responsibilities
- E–3 Arrange for Improvement of Your Vocational Facilities
- E–4 Maintain a Filing System
- E–5 Provide for Student Safety
- E–6 Provide for the First Aid Needs of Students
- E–7 Assist Students in Developing Self-Discipline
- E–8 Organize the Vocational Laboratory
- E–9 Manage the Vocational Laboratory
- E–10 Combat Problems of Student Chemical Use

Category F: Guidance

- F–1 Gather Student Data Using Formal Data-Collection Techniques
- F–2 Gather Student Data Through Personal Contacts
- F–3 Use Conferences to Help Meet Student Needs
- F–4 Provide Information on Educational and Career Opportunities
- F–5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G–1 Develop a School–Community Relations Plan for Your Vocational Program
- G–2 Give Presentations to Promote Your Vocational Program
- G–3 Develop Brochures to Promote Your Vocational Program
- G–4 Prepare Displays to Promote Your Vocational Program
- G–5 Prepare News Releases and Articles Concerning Your Vocational Program
- G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G–7 Conduct an Open House
- G–8 Work with Members of the Community
- G–9 Work with State and Local Educators
- G–10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H–1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H–2 Establish a Vocational Student Organization
- H–3 Prepare Vocational Student Organization Members for Leadership Roles
- H–4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H–5 Supervise Activities of the Vocational Student Organization
- H–6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I–1 Keep Up to Date Professionally
- I–2 Serve Your Teaching Profession
- I–3 Develop an Active Personal Philosophy of Education
- I–4 Serve the School and Community
- I–5 Obtain a Suitable Teaching Position
- I–6 Provide Laboratory Experiences for Prospective Teachers
- I–7 Plan the Student Teaching Experience
- I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J–1 Establish Guidelines for Your Cooperative Vocational Program
- J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J–3 Enroll Students in Your Co-Op Program
- J–4 Secure Training Stations for Your Co-Op Program
- J–5 Place Co-Op Students on the Job
- J–6 Develop the Training Ability of On-the-Job Instructors
- J–7 Coordinate On-the-Job Instruction
- J–8 Evaluate Co-Op Students' On-the-Job Performance
- J–9 Prepare for Students' Related Instruction
- J–10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K–1 Prepare Yourself for CBE
- K–2 Organize the Content for a CBE Program
- K–3 Organize Your Class and Lab to Install CBE
- K–4 Provide Instructional Materials for CBE
- K–5 Manage the Daily Routines of Your CBE Program
- K–6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L–1 Prepare Yourself to Serve Exceptional Students
- L–2 Identify and Diagnose Exceptional Students
- L–3 Plan Instruction for Exceptional Students
- L–4 Provide Appropriate Instructional Materials for Exceptional Students
- L–5 Modify the Learning Environment for Exceptional Students
- L–6 Promote Peer Acceptance of Exceptional Students
- L–7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L–8 Improve Your Communication Skills
- L–9 Assess the Progress of Exceptional Students
- L–10 Counsel Exceptional Students with Personal–Social Problems
- L–11 Assist Exceptional Students in Developing Career Planning Skills
- L–12 Prepare Exceptional Students for Employability
- L–13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M–1 Assist Students in Achieving Basic Reading Skills
- M–2 Assist Students in Developing Technical Reading Skills
- M–3 Assist Students in Improving Their Writing Skills
- M–4 Assist Students in Improving Their Oral Communication Skills
- M–5 Assist Students in Improving Their Math Skills
- M–6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586